

## New Hampshire Task Force on Effective Teaching

### Review of Key Principles and Effective Teaching Schematic by Georgia Subcommittee

Principle	Leave as is	Reject	Modify
1. All NH SIG Schools and other schools, as determined by their districts, will classify all licensed personnel, according to the model framework, as highly effective, effective, approaching effectiveness, and ineffective according to the Standards for Professional Practice, as recommended by the Phase I Task Force, and measures of student performance.			<ul style="list-style-type: none"> <li>• How do the categories crosswalk with other evaluation systems?</li> <li>• Differentiate between beginning and seasoned professionals</li> <li>• Re-examine the suggested labels</li> </ul>
2. The Model system will include effectiveness categories based on common “performance level descriptors” that are applied to each educator in each district and school using the NH Model system.	Yes		
3. In determining the effectiveness rating of each educator, each district shall employ multiple measures that include measures of student outcomes. The Model system relies on multiple measures be combined to reflect the “performance level descriptors” and done so in a “panel” approach using a “compensatory” framework (explained below).			<ul style="list-style-type: none"> <li>• Simplify the language</li> <li>• What is meant by a compensatory framework?</li> <li>• What is involved with respect to a panel?</li> </ul>
4. The Model system is designed to ensure that the framework, methods, and tools lead to a coherent system.	Yes		<ul style="list-style-type: none"> <li>• Change the word lead to contribute</li> </ul>

5. Effectiveness determinations shall be based on two years of data whenever applicable.	Yes (with modification)		<ul style="list-style-type: none"> <li>• Include “a minimum” of 2 years</li> </ul>
6. The Model system shall NOT be applied mechanistically. That is, the Task Force recognizes that it will be difficult to ensure that any system developed will lead to valid and reliable ratings for each educator. Therefore, these systems need to be seen as providing information for school principals and/or peer teams to ultimately make recommendations about each educator’s effectiveness determination.	Yes (with modification)		<ul style="list-style-type: none"> <li>• Clearer language</li> <li>• Use term “evaluator” as referent regarding who makes recommendations about effectiveness determination</li> </ul>

#### **Missing Principles:**

7. Need to frame a principle that addresses the teacher involvement in the evaluation process with respect to growth, reflection (both personal and professional).
8. Need to frame a principle that merges the dichotomous distinction between Standards of Professional Practice and Student Performance as portrayed on the Effective Teaching Schematic.

#### **Effective Teaching Schematic:**

1. As suggested immediately above, move Student Performance in such a way that it connects and is integrated with Other Measures noted under the Measures of Professional Practice category.
2. Assume that Leader and Peer Observations will be rubric-based.
3. Document Analysis may include Portfolios, Reflections on Student Performance and Improvement Efforts.
4. Encourage use of Surveys under Other measures.
5. As noted above, differentiate for levels of performance and levels of experience.